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10 THE TRAINING ENDORSEMENT WORKSHOP (TEW)

10.1 Nature and purposes of the training endorsement workshop

The training endorsement workshop (TEW) is an educational, evaluative and prescriptive process designed to prepare and evaluate certified transactional analysts as TA supervisors and teachers. It is conducted by a staff of teaching and supervising transactional analysts (TSTAs). The TEW is not an examination but evaluative learning with feedback. It is a structure that allows IBOC to assess the teaching and supervision skills of CTAs and to ensure that the training being offered to the public will, from the outset, be at a level consistent with IBOC standards and ethics. For the participant, it is an opportunity to decide whether or not they want to make the commitment required to engage in the process of being trained and supervised in order to become a teaching and/or supervising transactional analyst.

TEW candidates will receive their endorsement formally in writing (not at the TEW). This may include possible requirements that the candidate must fulfill prior to signing a TSTA contract.

To qualify as a training endorsement workshop, the workshop must be arranged through and approved by IBOC, be staffed by TSTAs, and follow the format outlined in the description below.

10.2 Participants

Participants are interested in qualifying as TA trainers and supervisors and offering accredited TA training and supervision. In addition, they:

1. have passed the COC, IBOC, or TSC certified transactional analyst (CTA) examination in the field of application in which they wish to initiate training; and
2. have been a certified transactional analyst for at least one year in that field of application.

10.3 Registration for the TEW

- Applications must be submitted no less than **nine months** before the TEW. (Form 12.10.1)
- They should be made to the IBOC Office.
- Withdrawal more than **six months** in advance of the TEW date, means the registration fee can be transferred to another TEW.
- When the withdrawal is between **six to two months** before the TEW, a transfer of the fee can take place only under extraordinary circumstances. Requests should be made to IBOC. Under these circumstances, IBOC will charge 10% of the fee for administrative costs.
- If a participant withdraws **less than two months** before the TEW, there is no refund.

10.4 TSTA supervision and letters of recommendation

The prospective PTSTA must get live supervision from at least two TSTAs on her or his teaching and supervision within a year of the date of the TEW. If, in the judgment of these TSTAs, the supervisee is ready to become a PTSTA, each TSTA will complete a

recommendation form (Endorsement letter 12.10.2) that the prospective PTSTA must include in the documentation for the TEW.

10.5 Materials for the TEW

All participants must submit their training proposal outline (TPO) (see Section 10.12), **six months** before the TEW to the IBOC Office.

Participants should prepare and take the following to the TEW:

1. A concise, current curriculum vitae.
2. Four copies of an outline of a teaching presentation based on TA theory of the participant's own or other authors' material which would be suitable for a beginning or advanced TA training group.
3. A ten-minute presentation on a topic selected from the outline above, including seven copies of the corresponding handout (four for fellow-participants and three for staff). Each participant will teach this in the TEW and be given feedback and supervision on it.
4. A supervision problem for group presentation. Participants should be prepared to supervise a fellow-participant and be supervised by a fellow-participant.
5. Two recommendation forms from TSTAs who have recently supervised the participant's teaching and supervision (see documentation in Section 12).
6. Four printed hard copies of their TPO.

10.6 Organization of a TEW

1. There will not be more than twenty participants in a TEW. That assumes a staff of six TSTAs, including the TEW supervisor, is available. If fewer staff are available, the maximum number of participants may be set at less than 20, at the discretion of the TEW coordinator.
2. IBOC will organize TEWs in response to demand and usually requires a minimum of five participants. TEWs will normally be linked to a conference or trainers' meeting.
3. TEWs normally last for three days. However, if there are fewer than eight participants, the TEW coordinator and the TEW supervisor can decide to run the TEW over two days.
4. The date of the TEW must be publicized at least six months in advance, and will be advertised in *The Script*, the *EATA Newsletter*, and their websites.
5. The TEW will be conducted in English. IBOC does not provide translators and does not pay translators' expenses. Participants who need translation must provide their own translators. To allow work in small groups, a guideline is that not more than four participants should share a translator.

10.7 Staffing of a TEW

1. Staffing of a TEW is on a volunteer basis, and TSTAs give their time and expertise as a service to future PTSTAs and for the advancement of the organization and dissemination of TA.
2. TEW staff will be reimbursed for their lodging and living expenses.

3. The IBOC Office is responsible for the administrative work in organizing the TEW.
4. During the TEW, a TEW supervisor will serve primarily as a process person with the staff and participants. It is the TEW supervisor's job to explain the meaning and purpose of the TEW to the staff and the participants and to ensure that this is carried through in the evaluation process with each participant.

10.8 The TEW program

The TEW is conducted in large and small groups with the staff facilitating active discussion and feedback among workshop participants. The workshop itself is divided into five sections, described in outline form below:

- Orientation
- Teaching
- Supervision
- Training proposals
- Individual interviews

In the first four sections, the TEW staff gives presentations in the large group or in small groups, followed by discussions relating to

- training
- policies and procedures
- teaching methods
- supervision methods
- training program designs
- examination standards, and
- ethics and professional standards.

The presentations and discussions are followed by small-group sessions in which participants will use prepared material to demonstrate their competence and be evaluated on their teaching, supervision, and training proposals. Throughout the process, peer and staff review is used to give feedback to participants on both their strengths and areas for further learning in a supportive and co-operative atmosphere.

10.9 Feedback, requirements and recommendations from TEW staff

The goal of the TEW is to provide participants with feedback about their strengths and weaknesses as supervisors and teachers, and thus individual interviews are a key element in the process. Each participant should receive extensive feedback on areas in which they need to develop skills. There will be requirements and recommendations, which will form the basis of the contract and training program that the participant creates with the supervisor with whom he or she signs the TSTA contract.

As stated above, the TEW is not an examination, and there will therefore be no deferrals. However, the TEW staff may consider there are significant shortcomings in the work of a prospective PTSTA. The staff will make out written requirements and recommendations (see the TEW staff evaluation form in Section 12) that the prospective PTSTA and his/her supervisor need to do so that the participant can grow and learn in the areas specified.

The prospective PTSTA and his or her supervisor will work together to fulfill these requirements and the supervisor then confirms their completion in writing, referring to the

TEW staff evaluation form prepared by the TEW staff. The TEW recommendation form, including the note of confirmation added by the supervisor, must be attached to the IBOC contract form, which will then be filed in the normal way.

- If the candidate is **endorsed** s/he may take out a PTSTA contract.
- If there are **requirements**, when these have been fulfilled the supervisor writes a report stating what has been done and affirms that the candidate is now ready to be endorsed.
- This is sent to the IBOC Office to issue an endorsement and the candidate is now able to take out a PTSTA contract.
- All paper work is held by the IBOC Office. The person facilitating this process may be the leading staff member of the TEW, or the staff member who has written the evaluation for the candidate.

10.10 The TSTA contract

The TEW is a workshop for evaluation and feedback, and is a preliminary requirement to be satisfied before initiating procedures to sign the TSTA contract. In order to work and train as a PTSTA, a person must sign a TSTA contract and have it endorsed by IBOC. The candidate cannot practice or advertise as a PTSTA until the date of endorsement of the contract. TSTA contracts last for seven years and may be renewed once (see Section 6.4). It is not necessary to complete another TEW before contract renewal. When the term of the contract expires, the PTSTA reverts to CTA status.

10.11 Content outline for the TEW

1. Orientation

- a. Introductions
- b. Orientation (staff presentations)
 - i. The trainer and the TA organizations
 - ii. IBOC policies and procedures
 - iii. IBOC guidelines and examinations
- c. Organization
 - i. Scheduling
 - ii. Staff and group assignments

2. Teaching

- a. Teaching methods (staff presentation)
- b. Teaching presentations (participants in small groups)
 - i. Review of outlines for didactic presentations on TA theory
 - ii. Presentation of 10-minute segments
 - iii. Feedback to presenter

3. Supervision

- a. Supervision methods (staff presentation)
- b. Supervision (participants in small groups)
 - i. Supervision of other participants
 - ii. Feedback to supervisor and supervisee

4. Training proposals

- a. Training program designs (staff presentation)

- b. Ethics and professional standards: how to teach and evaluate them (staff presentation)
- c. Review of training proposal outlines (small-group discussion and feedback)

5. Individual interviews

These are discussions with individual participants to look at evaluations, requirements and recommendations for further training and supervision. This is the point when TEW staff will inform the participant of any requirements that the prospective PTSTA and supervisor will have to complete before the TSTA contract can be signed.

10.12 The training proposal outline (TPO)

The TPO questions below are intended to help the participant prepare for the training endorsement workshop and will be used for group discussion and feedback from the staff. They are suggestions for what you might include. The TPO will be marked as a whole and not on whether you do or do not include each suggestion.

- Please type your answers to the questions.
- Put your name in the upper right-hand corner of each page.
- Your TPO should not be more than 20 pages in length, including any diagrams and your bibliography.
- It should be typed, double-spaced and printed on one side of the paper only.
- If you are planning to be endorsed for teaching only, you need not answer the questions about supervision, though you may if you wish.
- If you are planning to be endorsed for supervision only, please answer the questions about teaching in terms of your ideas about what should be included, even though you may not plan to provide the teaching yourself.
- If English is not your first language, check with the TEW supervisor to see if there will be a staff member speaking your language at this TEW and if you can write the TPO in that language. If you do this, you must add a summary in English.
- If you need a translator, you must take responsibility for organizing this yourself.
- Before the TPO is submitted it should be read and endorsed by one TSTA. This is in addition to the two TSTA endorsements that are required for the TEW attendance.
- Send a copy in electronic form to the person or persons indicated by the IBOC Office **at least six months before the TEW.**

The TPO questions

A. Personal factors

- What is your motivation in becoming a PTSTA? Say something about your professional life, psychological motivation, the economic implications and your enthusiasm for TA.
- How does being a PTSTA fit into your mid and long-range professional life planning?
- What are your plans for the next five or ten years?

B Professional factors

- Write about your own experience of being a trainee. Say something about its

length, intensity, the range of TA taught, its integration with other theories, supervision, self-experience, personal growth, the personal style of your trainer(s), ethical issues, cultural diversity, attachment, and separation. How will this experience influence your own outline for a curriculum?

- Describe your theoretical understanding of the teaching and learning process and say how you would apply this to the aims, contents and methodology of your own training program. Include some reference to adult learning and curriculum theory.
- Reflect on own exam experience as a candidate or as an examiner.

C Curriculum and teaching

- In what context will you start training?
- Will you train alone or in co-operation with others? If in co-operation, say with whom and make clear what your particular contribution will be. Who will participate in your training program?
- How will you select participants and what will your selection procedures be?
- What will your criteria be for taking a trainee into contractual training?
- Give an overview of the curriculum and subjects you think should be taught.
- Give a detailed time structure for the whole curriculum program, including the organization of the training days, seminars, special workshops, therapy marathons, and supervision units, etc.
- Describe the methods you will use for teaching TA, including comments on your general and specific theory and practice. Say how you will lead experiential learning and encourage personal growth.
- How will you evaluate the level of your trainees at different stages of training?
- Include your ideas on basic competence, entering the examination group, and preparation for examination.
- How will you make sure that your methods fit the educational level of your trainees and how will you take into account the training levels of your trainees?

D Supervision

- Describe your theoretical understanding of and method of doing supervision.

E Therapy

- Describe your ideas about the role of personal therapy within the training program. You might include comments on criteria and requirements for personal growth, the advantages and disadvantages of multiple professional relationships, and possible ethical problems arising from the above.

F Research

- Outline your ideas about the relationship between research and TA theory and practice.
- What TA research has had most significance for you, and how will you integrate research into your training program?

G Fields of TA practice

- How will you ensure that the four separate fields of TA practice are accounted for in your training and teaching?

10.13 Documentation

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